Subject: SHS English Department Teacher(s): Mrs. Galloway, Mr.Killman, Mr. Richardson, Mrs. Stugart, Mr.Ray

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| **Standard**  **(State, Common Core, and ACT)** |  | | |
| **Student Target**  **(use student friendly language)** | **What students need to know (noun)** | **What students are to be able to do (verb)** |
| **Writing 2**  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. Introduce a topic; organize complex ideas, concepts, and information so  that each new element builds on that which precedes it to create a unified  whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic thoroughly by selecting the most significant and relevant  facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use appropriate and varied transitions and syntax to link the major sections  of the text, create cohesion, and clarify the relationships among complex  ideas and concepts.  d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  e. Establish and maintain a formal style and objective tone while attending to  the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or  the significance of the topic).  **Critical Vocabulary**  **Work in pairs to create a informative essay (group learning)** | Write in the informative mode effectively, in the proper structure and with correct syntax.  Write effectively in the narrative format (tell a story).  Be able to write for specific toward a specific audience | Text, ideas, concepts, information, selection, organization, analysis of content, topic, formatting, headings, graphics, multi-media, facts, definitions, details, quotes, transitions, cohesion, vocabulary, figures of speech, figurative language, tone, style, concluding statement  Narratives, experiences/events, technique, details, sequences, problem/situations, observations, point of view, narrator/characters, variety, techniques, dialogue, pacing, description, reflection, plot lines, tone, sensory language, picture, conclusion  Writing, development, organization, style, audience, | Write, examine, convey, introduce, organize, develop, selecting, link, create, clarify, establish, maintain, provide  Write, examine, convey, introduce, organize, develop, selecting, link, create, clarify, establish, maintain, provide, using, engage, telling  Produce |
| **Writing 3**  Write narratives to develop real or imagined experiences or events using  effective technique, well-chosen details, and well-structured event sequences.  a. Engage and orient the reader by setting out a problem, situation, or  observation and its significance, establishing one or multiple point(s)  of view, and introducing a narrator and/or characters; create a smooth  progression of experiences or events.  b. Use narrative techniques, such as dialogue, pacing, description, reflection,  and multiple plot lines, to develop experiences, events, and/or characters.  c. Use a variety of techniques to sequence events so that they build on one  another to create a coherent whole and build toward a particular tone and  outcome (e.g., a sense of mystery, suspense, growth, or resolution).  d. Use precise words and phrases, telling details, and sensory language to  convey a vivid picture of the experiences, events, setting, and/or characters.  e. Provide a conclusion that follows from and reflects on what is experienced,  observed, or resolved over the course of the narrative.  **Critical Vocabulary**  **Give a prompt (character and situation) and students continue/finish the story**  **Writing 4**  **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**  Activity-  Working in cooperative groups students will write a children’s story |

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| **Writing 5**  Develop and strengthen writing as needed by planning, revising, editing,  rewriting, or trying a new approach, focusing on addressing what is most  significant for a specific purpose and audience. (Editing for conventions should  demonstrate command of Language standards 1–3 up to and including grades  11–12 on page 54.)  **Critical Vocabulary**  Students will correctly place parts of a story in the correct order – using the physical movement | Understand and apply the five step writing process  Use technology to create, edit, and share student work  Use research to solve problems  Determine the credibility and reliability of primary and secondary sources  Use text to support what you write  Students will learn to pace their work according to the size and scope of the project  Initiate and participate in group discussions  Evaluate the credibility (how reliable?) of reference sources  Student’s will identify the speakers point of view, main idea, rhetorical devices, and position on a given topic  Present a research project that can be presented to your classmates  Students will use technology to present research findings and evidence found in text  Present a well supported speech | Writing, purpose, audience  Technology, internet, writing products, feedback, information  Research projects, problem, inquiry, sources  Information, sources, searches, strengths/limitation, task, audience, purpose, flow, plagiarizism, citation  Evidence, literary/informational text, analysis, reflection, research, reading standards, literature  Time, frames, research, reflection, revision, purposes, tasks, audiences  Collaborative discussions, diverse partners, texts, issues, ideas, material, study, evidence, decision making, goals, deadlines, roles, conversations, questions, positions, comments, claims, evidence  Sources, formats, credibility, discrepancies  Point of view, reasoning, evidence, rhetoric, premises, ideas, word choice, tone  Information, findings, evidence, perspective, line of reasoning, organization, development, substance, style, purpose, audience, range of tasks  Digital media, graphical, audio, visual interactive elements, presentations, findings, reasoning, evidence  Speech, variety, context, command of language | Develop, planning, revising, editing, re-writing, editing  Use, produce, publish, update  Produce, publish, update  Answer/solve, narrow/broaden, synthesize  Gather, assess, integrate  Draw, apply, demonstrate, delineate, evaluate  Write  Initiate, participate, building, come, read, researched, work, promote, set, propel, posing, responding, synthesize  Integrate, evaluate, solve  Evaluate  Present, follow  Make  Adapt, demonstrate |
| **Writing 6**  Use technology, including the Internet, to produce, publish, and update  individual or shared writing products in response to ongoing feedback,  including new arguments or information.  **Critical Vocabulary**  Students will develop a wiki space and post student work and offer feedback  **Writing 7**  Conduct short as well as more sustained research projects to answer a question  (including a self-generated question) or solve a problem; narrow or broaden  the inquiry when appropriate; synthesize multiple sources on the subject,  demonstrating understanding of the subject under investigation.  **Critical Vocabulary**  Students are assigned a problem and thus create a bibliography to solve the problem  **Writing 8**  Gather relevant information from multiple authoritative print and digital sources,  using advanced searches effectively; assess the strengths and limitations of  each source in terms of the task, purpose, and audience; integrate information  into the text selectively to maintain the flow of ideas, avoiding plagiarism and  overreliance on any one source and following a standard format for citation.  **Critical Vocabulary**  Students will evaluate the credibility of a variety of websites  **Writing 9**  Draw evidence from literary or informational texts to support analysis,  reflection, and research.  a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate  knowledge of eighteenth-, nineteenth- and early-twentieth-century  foundational works of American literature, including how two or more texts  from the same period treat similar themes or topics”).  b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate  and evaluate the reasoning in seminal U.S. texts, including the application  of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme  Court Case majority opinions and dissents] and the premises, purposes, and  arguments in works of public advocacy [e.g., *The Federalist*, presidential  addresses]”).  **Critical Vocabulary**  Write a persuasive essay on a controversial issue supporting with three outside sources  **Writing 10**  Write routinely over extended time frames (time for research, reflection, and  revision) and shorter time frames (a single sitting or a day or two) for a range of  tasks, purposes, and audiences.  **Critical Vocabulary**  Students are assigned a research project for which the class will corporately design a timeline/schedule for the various steps of the writing  **Speaking and Listening 1**  Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics,* *texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under  study; explicitly draw on that preparation by referring to evidence from texts  and other research on the topic or issue to stimulate a thoughtful, wellreasoned  exchange of ideas.  b. Work with peers to promote civil, democratic discussions and decisionmaking,  set clear goals and deadlines, and establish individual roles as  needed.  c. Propel conversations by posing and responding to questions that probe  reasoning and evidence; ensure a hearing for a full range of positions on a  topic or issue; clarify, verify, or challenge ideas and conclusions; and promote  divergent and creative perspectives.  d. Respond thoughtfully to diverse perspectives; synthesize comments, claims,  and evidence made on all sides of an issue; resolve contradictions when  possible; and determine what additional information or research is required  to deepen the investigation or complete the task.  **Speaking and Listening 2**  Integrate multiple sources of information presented in diverse formats and  media (e.g., visually, quantitatively, orally) in order to make informed decisions  and solve problems, evaluating the credibility and accuracy of each source and  noting any discrepancies among the data.  **Critical Vocabulary**  Create a three part chart (Venn Diagram?) of reliable, semi-reliable, and unreliable sources  **Speaking and Listening 3**  Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric,  assessing the stance, premises, links among ideas, word choice, points of  emphasis, and tone used.  **Critical Vocabulary**  Students will create a graphic organizer illustrating the author’s point of view, main idea, and position on a given topic  **Speaking and Listening 4**  Present information, findings, and supporting evidence, conveying a clear  and distinct perspective, such that listeners can follow the line of reasoning,  alternative or opposing perspectives are addressed, and the organization,  development, substance, and style are appropriate to purpose, audience, and a  range of formal and informal tasks.  **Critical Vocabulary**  Design PowerPoint research presentation based on a research project  **Speaking and Listening 5**  Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings,  reasoning, and evidence and to add interest.  **Critical Vocabulary**  Design PowerPoint research presentation based on a research project  **Speaking and Listening 6**  Adapt speech to a variety of contexts and tasks, demonstrating a command  of formal English when indicated or appropriate. (See grades 11–12 Language  standards 1 and 3 on page 54 for specific expectations.)  **Critical Vocabulary**  Students will present a persuasive speech using visual aids and/or handouts |